

**COURSE PATTERN**

**VIVEKANANDHA COLLEGE OF ARTS AND SCIENCES FOR WOMEN (AUTONOMOUS)**

**UG SYLLABUS FRAME WORK-OBE-2019-2022**

**(Students Admitted from 2019 Onwards)**

Subjects	Inst. Hour/Week	Credit	Exam Hours	Internal	External	Total Marks	Subjects	Inst. Hour/Week	Credit	Exam Hours	Internal	External	Total Marks
<b>YEAR I</b>													
<b>Semester I</b>							<b>Semester II</b>						
Language I	6	3	3	25	75	100	Language II	6	3	3	25	75	100
English I	6	3	3	25	75	100	English II	6	3	3	25	75	100
Core – 1 Poetry – I 19U1ENC01	5	4	3	25	75	100	Core – 3 Prose 19U2ENC03	5	4	3	25	75	100
Core – 2 Grammar and Usage 19U1ENC02	5	4	3	25	75	100	Core – 4 Drama 19U2ENC04	5	5	3	25	75	100
Allied I Social History of England 19U1ENA01	6	5	3	25	75	100	Allied II Literary Forms and Terms 19U2ENA02	4	4	3	25	75	100
Valued added course-YOGA	2	2	3	25	75	100	Valued added course -EVS	4	4	3	25	75	100
<b>Total</b>	<b>30</b>	<b>21</b>	<b>19</b>	<b>150</b>	<b>450</b>	<b>600</b>	<b>Total</b>	<b>30</b>	<b>23</b>	<b>19</b>	<b>150</b>	<b>450</b>	<b>600</b>
<b>I YEAR TOTAL</b>									<b>44</b>	<b>36</b>	<b>300</b>	<b>900</b>	<b>1200</b>
<b>YEAR II</b>													
<b>Semester III</b>							<b>Semester IV</b>						
Language III	6	3	3	25	75	100	Language IV	6	3	3	25	75	100
English III	6	3	3	25	75	100	English IV	6	3	3	25	75	100
Core – 5 Poetry – II 19U3ENC05	4	4	3	25	75	100	Core – 7 Indian Literature in English 19U4ENC07	5	4	3	25	75	100
Core – 6 Fiction 19U3ENC06	4	4	3	25	75	100	Core - 8 History and Development of Literary Criticism 19U4ENC08	5	5	3	25	75	100
Allied - III History of English Literature 19U3ENA03	6	5	3	25	75	100	Allied IV English Language Teaching 19U4ENA04	4	4	3	25	75	100
SBECI Creative Writing 19U3ENS01	2	2	3	25	75	100	SBECII Film studies 19U4ENS02	2	2	3	25	75	100
NME	2	2	3	25	75	100	NME	2	2	3	25	75	100
<b>Total</b>	<b>30</b>	<b>23</b>	<b>21</b>	<b>175</b>	<b>525</b>	<b>700</b>	<b>Total</b>	<b>30</b>	<b>23</b>	<b>21</b>	<b>175</b>	<b>525</b>	<b>700</b>
<b>II YEAR TOTAL</b>									<b>46</b>	<b>42</b>	<b>350</b>	<b>1050</b>	<b>1400</b>

YEAR III													
Semester V							Semester VI						
Core - 9 Shakespeare 19U5ENC09	6	5	3	25	75	100	Core - 13 Dalit Literature 19U6ENC13	6	5	3	25	75	100
Core 10 American Literature 19U5ENC10	6	5	3	25	75	100	Core – 14 Indian Diasporic Literature 19U6ENC14	6	5	3	25	75	100
Core 11 Women’s Literature 19U5ENC11	6	5	3	25	75	100	Core – 15 Children’s Literature 19U6ENC15	6	4	3	25	75	100
Core 12 English Phonetics 19U5ENC12	6	5	3	25	75	100	Core- 16 English Communication Skills- Practical 19U6ENEP01	6	5	3	25	75	100
Elective-I English Literature for Competitive Examinations 19U5ENE01	3	3	3	25	75	100	Elective II Mass Communication and Journalism 19U6ENE02	3	3	3	25	75	100
SBEC III English Translation 19U5ENS03	3	2	3	25	75	100	SBEC IV English for Overseas Education 19U6ENS04	3	2	3	25	75	100
							Extension Activities		1				
<b>Total</b>	<b>30</b>	<b>25</b>	<b>19</b>	<b>150</b>	<b>450</b>	<b>600</b>	<b>Total</b>	<b>30</b>	<b>25</b>	<b>19</b>	<b>150</b>	<b>450</b>	<b>600</b>
<b>III YEAR TOTAL</b>									<b>50</b>	<b>36</b>	<b>300</b>	<b>900</b>	<b>1200</b>
<b>TOTAL CREDITS</b>									<b>140</b>	<b>114</b>	<b>950</b>	<b>2850</b>	<b>3800</b>

**VIVEKANANDHA COLLEGE OF ARTS AND SCIENCES FOR WOMEN (AUTONOMOUS),  
ELLAYAMPALAYAM, TIRUCHENGODE, NAMAKKAL DT.**

**PG & RESEARCH DEPARTMENT OF ENGLISH**

**UG SYLLABUS OBE-2019 ONWARDS**

**VISION**

- To mentor a heterogeneous group of students by offering need-based programmes, provided in an academic environment of quality higher education and thereby grooming the holistic development of the youth.

**MISSION**

- To strengthen the learner's ability to analyse all forms of literary expression and to prepare them for careers and higher education.
- To introduce the students to the tools of research and broaden their critical sensibilities.
- To make students alive to the richness, range and vitality of the English Language and Literature.
- To prepare the students to discover the dynamics of English studies in the contemporary context, imbued with multi-cultural perspective and qualified by critical thought thereby bridging the gap between the word and the world.

## Bloom's Taxonomy Based Assessment Pattern

**K1**-Remember; **K2**- Understanding; **K3**- Apply; **K4**-Analyze; **K5**- Evaluate

### 1. Theory: 75 Marks

(i)Test- I & II and ESE:

Knowledge Level	Section	Marks	Description	Total
<b>K1</b>	A (Answer all)	20x01=20	MCQ/Define	75
<b>K2</b>	B (Either or pattern)	05x05=25	Short Answers	
<b>K3&amp; K4</b>	C (Answer 3 out of 5)	03x10=30	Descriptive/ Detailed	

### Programme Outcomes

P01: To qualify the students to meet the needs of the region, state and nation to have an edge to compete globally.

P02: To help students think, react, and work in innovative ways stimulated by a higher degree of disciplinary synergies that will promote transdisciplinary innovation and divergent thinking.

### Programme Specific Outcomes

PS01: To foster a distinct learning environment where affective dimensions in language and literature inspire critical thought, proficient expression and responsible citizenships.

PS02: To deliver core and advanced courses on the macro-skills of reading, writing, speaking and listening.

PS03: To deepen learner-capacity for productive, flexible and sustained dialogue and action and to facilitate learning both within and beyond the classroom through extensive programmes.

PS04: To cultivate pedagogical, scholarly, cultural and creative spaces through empowering contexts of literacy and to complement and reflect on social needs.

PS05: To develop literary appreciation, generate creative ideas, expand critical thinking through well-structured seminars and assignments.

## SEMESTER I

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U1ENC01	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-A. Core I – Poetry	<b>Semester</b>	I
<b>Hrs/Week</b>	5	I	<b>Credits</b>	4

### Course Objective

To develop an aesthetic sense to appreciate poetic expressions.

### Course Outcomes (CO)

K1	CO1	To gain an insight into the works of the poets of different ages.
K2	CO2	To understand the poetic sensibility of the various literary periods.
K3	CO3	To appreciate the nuances of poetic language and poetic devices.
K4	CO4	To develop the set of reading and interpretative skills for better appreciation of poetry.

#### UNIT-I

(12 Hrs.)

Shakespeare's Sonnets - No:116, 130  
Andrew Marvell - To His Coy Mistress

#### SELF - STUDY

William Shakespeare - Fear No More the Heat o' the Sun

**PRACTICAL WORK:** *Attempt Writing a Poem (Short Poem of 10 Lines)*

#### UNIT – II

(12 Hrs.)

John Donne - Death Be Not Proud  
John Milton - On His Blindness

#### SELF - STUDY

Ode on Solitude - Alexander Pope

**PRACTICAL WORK:** *Vocabulary and Word Choice; Comment on the main idea, mood and atmosphere through focus on Word Choice of the writers.*

#### UNIT-III

(12 Hrs.)

William Wordsworth - The World is Too Much With Us  
John Keats - La Belle Dame Sans Mercy

#### SELF - STUDY

William Collins - Ode to Evening

**PRACTICAL WORK:** *Compare and Contrast themes and artistic elements.*

#### UNIT – IV

(12 Hrs.)

Alfred, Lord Tennyson - Ulysses  
Robert Browning - My Last Ride Together

#### SELF - STUDY

P.B. Shelley - The Cloud

**PRACTICAL WORK:** *Attempt writing a Long Poem (20 Lines)*

#### UNIT – V

(12 Hrs.)

G.M. Hopkins - The Windhover  
 W.B. Yeats - The Second Coming

**SELF - STUDY**

Wilfred Owen - Insensibility

**PRACTICAL WORK:** Try writing a poem with definite rhyme schemes like Sonnet, Ode, and Sprung Rhythm

**TOTAL:**

**60 Hrs.**

PowerPoint Presentations, Seminar, Quiz, Assignment

**BOOKS FOR REFERENCE:**

1. *Poetry Down the Ages*. Orient Longman Private Limited. Kolkata: Commercial Press Service, 2004.
2. Bateson, F. W. *English Poetry and the English Language*. Oxford: Clarendon Press, 1973.
3. *Whispering Ruds: An Anthology of English Poetry*. London: Oxford UP, 1999.

**WEB SOURCES:**

- <https://groups.google.com/forum/#forum/the-poets-corner>  
<https://www.poetryfoundation.org/poems/>  
<https://www.poemhunter.com/poem/>

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U1ENC02	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-A. Core II – Grammar and Usage	<b>Semester</b>	I
<b>Hrs/Week</b>	5		<b>Credits</b>	4

### Course Objective

To introduce the students to the basic mechanism with which the language functions.

### Course Outcomes (CO)

K1	CO1	To provide ample guidance and practice in sentence building and correct usage.
K2	CO2	To help students to use the language as well as giving detailed information about the language.
K3	CO3	To strengthen the knowledge of grammar to enable students, to master 'accuracy' in discourse.
K4	CO4	To enhance linguistic competencies and sharpen written and oral communicative skills in <i>English</i> .

#### UNIT I:

(12 Hrs.)

The Sentence

The Parts of Speech

**SELF - STUDY** : *Subject and Predicate, Pronoun and Case.*

**PRACTICAL WORK**: *Make a list of words under each part of speech*

#### UNIT II:

(12 Hrs.)

Kinds of Nouns

Number

Adjectives

Articles

Pronouns

**SELF - STUDY** : *Possessive forms, Demonstratives.*

**PRACTICAL WORK**: *Write 10 sentences of your own and identify the parts of speech.*

#### UNIT III:

(12 Hrs.)

Verbs

Tenses

Concord

Non-finite verbs

Auxiliaries

Modal Auxiliaries

**SELF - STUDY** : *Transitive verbs with two objects.*

*Regular & Irregular Verbs.*

**PRACTICAL WORK**: *Write 10 examples for each sentence pattern.*

#### UNIT IV:

(12 Hrs.)

Adverbs

Prepositions

Conjunctions

**SELF - STUDY** : Sentence Connectors, Cohesion, Adverbials

**PRACTICAL WORK:** Attempt writing sentences with multiple Clauses.

**UNIT V :**

**(12 Hrs.)**

Simple/Compound/Complex Sentences

Clauses

Transformation of Sentences

**SELF - STUDY:** Appositive Construction, Preposition

**PRACTICAL WORK:** Attempt transformation of sentences: Active – Passive, Reported Speech, Simple - Compound – Complex

**TOTAL:**

**60 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment

**Text Book**

1. **KRISHNASWAMY N.**, *A Book of Grammar Usage and Composition*, Macmillan India Ltd., 1975.

**BOOKS FOR REFERENCE:**

2. **GREEN, DAVID.** *Contemporary English Grammar: Structure and Composition*. New Delhi: Macmillan, 2004.
3. **WREN AND MARTIN, HIGH SCHOOL GRAMMAR.**

**WEB SOURCES:**

<https://www.grammarly.com/blog/10-best-grammar-resources-for-professionals/>

<https://www.grammarflip.com/>

<https://www.englishgrammar101.com/>

### Mapping

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U1ENA01	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Allied A – Paper	<b>Semester</b>	I
<b>Hrs/Week</b>	6	I – Social History of England	<b>Credits</b>	05

### Course Objective

To develop applied skills of relating the social context to literary products.

### Course Outcomes (CO)

<b>K1</b>	CO1	To recollect the history, politics and reforms of England.
<b>K2</b>	CO2	To introduce students to the changing times, way of life and culture of England that influenced English Literature through the ages.
<b>K3</b>	CO3	To compare and contrast various literary movements.
<b>K4</b>	CO4	To sharpen the skill to relate and reinterpret things that happened at one point of time in the light of today's scenario.

#### UNIT I:

**15 Hrs.**

Feudalism  
The Renaissance  
The Reformation  
The Tudor Navy and the Armada

#### SELF - STUDY:

The Origins of the English Society

#### PRACTICAL WORK: *Make a comparison - Sangam Literature*

#### UNIT II:

**15 Hrs.**

Colonial Expansion  
The Civil War and its Social Significance  
Puritanism  
Social Life in Restoration England

#### SELF - STUDY:

The Growth of Political Parties in England.

#### PRACTICAL WORK: *Religious movements of the West Vs Bhakthi Movements of the East*

#### UNIT III:

**15 Hrs.**

Age of Queen Anne  
Age of Queen Victoria  
Humanitarian Movements  
Reform Bills

#### SELF - STUDY:

**PRACTICAL WORK:** *Educational Commissions in India*

**UNIT IV:**

**15 Hrs.**

- American War of Independence
- The Agrarian Revolution
- The Industrial Revolution
- Effects of French Revolution on English Society

**SELF - STUDY:** \

Trade Unionism in England

**PRACTICAL WORK:** *Struggle for Independence in India*

**UNIT V:**

**15 Hrs.**

- Great Britain and The First World War
- Great Britain and The Second World War
- Welfare State

**SELF - STUDY:**

Modern British Society

**PRACTICAL WORK:** *Impact of Colonialism in Post-Independent India*

**TOTAL:**

**75 Hrs.**

<b>POWER POINT PRESENTATIONS, SEMINARS, QUIZ, ASSIGNMENT</b>

**Text Book**

**DR. MALLIGA RAMASAMY**, "Social History of England".

**BOOKS FOR REFERENCE:**

1. **TREVELYN G.M.**, *English Social History*, Orient Longman, 1942.
2. **XAVIER A.G.**, *Introduction to the Social History of England*, S. Viswanathan Printers & Publishers, Chennai, 2009.
3. **DR. THAILAMBAL**, *Social History of England*, ENNES Publication, Udumalpet, 2000.

**WEB RESOURCES:**

<http://libguides.murdoch.edu.ac/british>

[https://en.wikipedia.org/wiki/English\\_society](https://en.wikipedia.org/wiki/English_society)

<https://www.goodreads.com/book/show/27427151-the-social-history-of-england>

**Mapping**

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	✓	✓	✓	✓	✓
<b>CO2</b>	✓	✓	✓	✓	✓
<b>CO3</b>	✓	✓	✓	✓	✓
<b>CO4</b>	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U2ENC03	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-A. Core- IV– Prose	<b>Semester</b>	II
<b>Hrs/Week</b>	5		<b>Credits</b>	04

### Course Objective

To provide exposure to the finest Prose writings in English Literature in style and content and to facilitate students to develop logical thinking and language skills.

### Course Outcomes (CO)

K1	CO1	Utilize students to expose their writings and improve their essay writing skills.
K2	CO2	Enhance the mental ability to think and relate the textual manner of prose writings.
K3	CO3	To participate in pair and group dramatizations on a variety of topics.
K4	CO4	To formulate, express and defend individual ideas and opinions when working on dramatic atmosphere.

#### UNIT I

(12 Hrs.)

Francis Bacon - Of Studies, Of Friendship  
Richard Steele - Of Ghosts and Apparitions

#### SELF - STUDY

Hazlitt - Beau Tibbs

**Practical Work** : A Short Baconian Essay on 'Of Girls'

#### UNIT II

(12 Hrs.)

Joseph Addison - Character of Will Wimble  
Charles Lamb - Dream Children: A Reverie

#### SELF - STUDY

Aldous Huxley - The Double Crisis

**Practical Work** : Describe a dream that still lingers in your memory

#### UNIT III

(12 Hrs.)

Rudyard Kipling - Values of life  
G. B. Shaw - Spoken English and Broken English.

#### SELF - STUDY

Stephen Leacock - My Financial Career

**Practical Work** : Narrate an interesting incident that happened in your life.

**UNIT IV****(12 Hrs.)**

G. K. Chesterton - On Running After One's Hat

Stephen Leacock - With the Photographer

**SELF - STUDY**

J. C. Hill - Good Manners

**Practical Work**: Write an essay on Good Habits.**UNIT V****(12 Hrs.)**

A. G. Gardiner - On Saying 'Please'

**SELF - STUDY**

Sir Earnest Simon - The Aims of Education for Citizenship

**Practical Work**: Attempt writing a prose - piece**TOTAL:****60 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

**TEXTBOOK**

Nayar, M.G. *A Galaxy of English Essayists: From Bacon to Beerbohm*. Laxmi Pub.,  
2002. Print.

**BOOKS FOR REFERENCE**Cairncross, A.S. Ed, *Eight Essayists*. Macmillan Publication. Print."The Etymology of Prose". *Prose*. Retrieved 2016-02-24. Print.Kuiper, Kathleen. *Prose: Literary Terms and Concepts*. The Rosen Publishing  
Group. ISBN 1615304940. 244 pages. 2011. Print.*Modern Essays*. Board of Editors. Orient Longman. Print.*The Approach to Life* (Re-issue). Board of Editors. Orient Blackswan. Print.*Endless Adventures* A Collection of English Prose. Board of Editors. Orient  
Blackswan. Print.**WEB RESOURCES**

The Francis Bacon Society

[https://global.oup.com/academic/content/series/o/oxford-books-of-prose-and-verse-  
obpv/?lang=en&cc=us](https://global.oup.com/academic/content/series/o/oxford-books-of-prose-and-verse-obpv/?lang=en&cc=us)

<https://literarydevices.net/prose>

## Mapping

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U2ENC04	<b>Title</b>	<b>Batch</b>	2019-2022
<b>Hrs/Week</b>	5	Part III Group-A. Core- III– Drama	<b>Semester</b>	II
			<b>Credits</b>	05

### Course Objective

- To make the student improve their communication skills in English, through the use of Role Play, Script Writing and Improvisation.
- To teach Drama and Theatre Skills

### Course Outcomes (CO)

K1	CO1	To enable students remember various theatres, characters, background and style, age and its reflection.
K2	CO2	To develop students', demonstration skills, verbal and non-verbal communication skills, social skills.
K3	CO3	To participate in pair and group dramatizations on a variety of themes.
K4	CO4	To formulate, express and defend individual ideas and opinions when working on dramatic atmosphere.

#### UNIT-I

(15 Hrs.)

Christopher Marlowe - Dr.Faustus

#### **SELF STUDY:**

Soliloquy, Monologue, Exposition, Plot, Central Conflict, Climax, Denouement.

**Practical Work** : Group discussion on the contribution of drama to the total effect.

#### UNIT-II

(15 Hrs.)

Ben Jonson - Volpone, the Fox

#### **SELF STUDY:**

Unity of Action, Place and Time

**Practical Work** : Choose long speeches from a literary piece of your choice and recite

#### UNIT-III

(15 Hrs.)

Sheridan - The Rivals

#### **SELF STUDY:**

Villains, Heroes and Heroines; Characters: Personality, Relationship, Motivation, Conflict- Internal and External

**Practical Work** : Enact a scene from any play

#### UNIT-IV

(15 Hrs.)

Synge

- The Playboy of the Western World

**SELF-STUDY:** William Congreve : The Way of the World

Plot- Main plot, Sub-plot, Comic relief, Play within a play

**Practical Work :** Exploit any modern social issues for writing a one act play

**UNIT-V**

**(15 Hrs.)**

G.B.Shaw

- Pygmalian

**SELF-STUDY:**

Samuel Beckett – Waiting for Godot

Theme- Universal, Social, Historical

**Practical Work :** Debate on comedy of Humour and Comedy of Manners.

**TOTAL:**

**75 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment, Prose Writing

**TEXT BOOK**

Marlowe, Christopher. *Dr. Faustus*. Germany:Dover publication ltd. 1994.

Jonson,Ben. *Volpone, the Fox*: Oxford Publication P.Ltd. 2003.

Sheriden. *The Rivals*: Cambridge Publication P.Ltd. 2005.

Synge. *The Playboy of the Western World*: Oxford Publication P.Ltd. 2003.

Shaw: *Pygmalian*: Oxford Publication P.Ltd. 2008.

**BOOKS FOR REFERENCE**

Axton & Williams. eds. *English Drama :Forms& Development*,Cambridge UP, 1977.

Cleanth Brooks, Robert B. Heilman, *Understanding Drama*, HOH, Rhinehart& Winston, 1945.

*Elements of Literature*.Second Course, HOH, Rhinehart& Winston, 1993.

**WEB RESOURCES**

[https://en.wikipedia.org/wiki/Dramatic\\_structure](https://en.wikipedia.org/wiki/Dramatic_structure)

[www.buzzle.com/articles/elements-of-drama.html](http://www.buzzle.com/articles/elements-of-drama.html)

[www.gradesaver.com/she-stoops-to-conquer/study-guide/summary](http://www.gradesaver.com/she-stoops-to-conquer/study-guide/summary)

<https://www.cliffsnotes.com/literature/d/doctor-faustus/play-summary>

### Mapping

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U2ENA02	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Allied II – Literary Forms and Terms	<b>Semester</b>	11
<b>Hrs/Week</b>	4		<b>Credits</b>	4

### Course Objective

- To develop the knowledge skill to differentiate various genres.
- To develop the interpretative skill through appreciation of the essential features of various genres.

### Course Outcomes (CO)

K1	CO1	To remember and recollect structures and patterns of different forms of literature.
K2	CO2	To understand the form and structure of literary genre and acquire the application skill for analysis.
K3	CO3	To develop the aesthetic skill to appreciate alliteration, rhyme scheme and Onomatopoeia.
K4	CO4	To analyse and interpret various literary forms in different perspectives.

#### UNIT I:

**12 Hrs.**

Poetry – Forms of Poetry

Poetical Types – Lyric, Ode, Sonnet, Elegy, Idyll, Epic, Ballad, Satire

#### SELF-STUDY:

Stanza Forms – Heroic Couplet, Terza Rima, Chaucerian Stanza or Rime Royal, Octavia Rima, Spenserian Stanza

#### PRACTICAL WORK: *Try writing a 'Haiku'*

#### UNIT II:

**12 Hrs.**

Drama – The Dramatic Art

Dramatic Types – Tragedy and Comedy, Tragi –Comedy, Farce and Melo Drama,

Masque, One act play, Dramatic Monologue

#### SELF- STUDY:

Dramatic Devices - Dramatic Irony, Soliloquy and Aside, Expectation and surprise, Stage Directions.

#### PRACTICAL WORK: *Write a one-act play on any modern issue and enact it.*

#### UNIT III:

**12 Hrs.**

The Essay

#### SELF- STUDY:

The Structure of Descriptive Writing

#### PRACTICAL WORK: *Describe a Place/Person/incident with the overtone of sense of humour*

**UNIT IV:****12 Hrs.**

The Novel – Origin, Structure and Development and - Age

The Short Story – Origin, Structure and Development and - Age

**SELF- STUDY:**

Science Fiction – Origin, Structure and Development and - Age

**PRACTICAL WORK:** *Go forward in a Time Machine to 2080 and describe an interesting place.***UNIT V:****12 Hrs.**

Biography and Autobiography

**SELF- STUDY:**

Diaries &amp; Memoirs.

**PRACTICAL WORK:** *Compare and Contrast Kalam's The Wings of Fire and Mahatma Gandhi's "My Experiments with Truth"***TOTAL:****60 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment

**TEXT BOOK**Prasad. B., *A Background To The Study of English Literature*. New Delhi:Macmillan pub., 2004. Print.**BOOKS FOR REFERENCE:**M.H.Abrams: *Glossary of Literary Forms and Terms*. Penguin Publications, 2014.Bhathia, Pravin S. P., *An Introduction To The Study Of English Literature*, Chennai: UBSD pub., 2000. Print.Rees, R.J., *An Introduction for Foreign Readers*. India: Macmillan pub. , 1982. Print.Hudson, *An Introduction to the Study of English Literature*. Ludhiana: Kalyani Publisher, 1979.Print.**WEB SOURCE**[https://en.wikipedia.org/wiki/Glossary\\_of\\_literary\\_terms](https://en.wikipedia.org/wiki/Glossary_of_literary_terms)[electriccka.com/etaf/muses/literature/literary\\_forms/literary\\_forms\\_home.htm](http://electriccka.com/etaf/muses/literature/literary_forms/literary_forms_home.htm)<https://www.poetryinvoice.com/poems/forms-terms>**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U3ENC05	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Core V – Poetry	<b>Semester</b>	3
<b>Hrs/Week</b>	4	II	<b>Credits</b>	4

### Course Objective

- To introduce the students to the changing times way of life, and culture of England that influenced English Literature through the ages.

### Course Outcomes (CO)

K1	CO1	To recollect different poets, poems, ages and themes of various ages.
K2	CO2	To understand different types of poetry, basic terminology and practical elements of poetry.
K3	CO3	To understand the common techniques underlying free verse and traditional forms of poetry.
K4	CO4	To identify personal experiences that can be used when writing poems and to develop the aesthetic applied skills of relating the social contexts to literary products.

#### UNIT – I & II

(12 Hrs.)

John Milton - Paradise Lost - Book IX

#### SELF - STUDY

Edmund Spenser - Prothalamion (Line: 1-55)

**PRACTICAL WORK:** Write a poem on spirituality.

#### UNIT – III

(12 Hrs.)

William Wordsworth - The Solitary Reaper

P.B.Shelley - Ode to the West Wind

#### SELF - STUDY

Matthew Arnold - Dover Beach

**PRACTICAL WORK:** Analyse the theme, technique and structure of a poem.

#### UNIT – IV

(12 Hrs.)

Thomas Gray - Elegy Written in a Country Churchyard

#### SELF - STUDY

Robert Burns - Auld Lang Syne & A Red, Red, Rose

Sir Walter Scott - Lochinvar

**PRACTICAL WORK:** Write an elegy on the death of your favourite animal.

**UNIT – V**

**(12 Hrs.)**

Matthew Arnold - Dover Beach

T.S.Eliot - The Journey of the Magi

**SELF - STUDY**

W.H. Auden - The Unknown Citizen

**PRACTICAL WORK:** Write a satire on the political issues.

**TOTAL:**

**60 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

**TEXT BOOK:**

*Poetry down the Ages.* Orient Longman.Private Ltd. 2004. Print.

**BOOKS FOR REFERENCE:**

Brooks, C. Understanding Poetry.

**WEB SOURCES:**

<https://www.poetryfoundation.org/poems/47311/the-waste-land-56d227a99ddeb>

<https://www.poetryfoundation.org/poems/45745/paradise-lost-book-9-1674-version>

<https://www.poetryfoundation.org/poems/45217/prothalamion-56d224a0e2feb>

<https://www.enotes.com> › Study Guides

<https://www.poetryfoundation.org/.../ode-intimations-of-immortality-from-recollectio...>

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

## Course Objective

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U3ENC06	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Core VI– Fiction	<b>Semester</b>	3
<b>Hrs/Week</b>	4		<b>Credits</b>	4

- To develop analytical and critical reading and to introduce reading strategies.

### Course Outcomes (CO)

K1	CO1	To make them aware of the works of novelists of various ages and regions.
K2	CO2	To gain knowledge of art in fiction, elements of fiction and the art of writing fiction.
K3	CO3	To develop the skill of applying the knowledge about the art of fiction and critically analyse the prescribed texts and to enable them to have it as a feeder course for creative writing.
K4	CO4	To inspire a love of fiction in the students, to open up their minds to stimulate the sympathetic and empathetic imagination by allowing them to see the world through others' eyes as well as to foster intercultural dialogue.

#### UNIT-I:

(12 Hrs.)

Jane Austen - Pride and Prejudice

#### SELF-STUDY:

Walter Scott - Kenilworth

**PRACTICAL WORK:** Write a short story

#### UNIT-II:

(12 Hrs.)

Charles Dickens - Oliver Twist

#### SELF-STUDY:

Daniel Defoe - Robinson Crusoe

**PRACTICAL WORK:** Attempt writing an adventurous story

#### UNIT-III:

(12 Hrs.)

Emily Bronte - Wutherin Heights

#### SELF-STUDY:

Thomas Hardy - The Mayor of Casterbridge

**PRACTICAL WORK:** Identify a serious women's issue and narrate it.(oral)

#### UNIT-IV:

(12 Hrs.)

Aldous Huxley - Brave New World

#### SELF-STUDY:

George Orwell - The Animal Farm

**PRACTICAL WORK:** To debate on an intercultural issue

**UNIT-V:**

**(12 Hrs.)**

Sir Arthur Conan Doyle - The Hound of the Baskervilles

**SELF-STUDY:**

R.L.Stevenson - Dr.Jekyll & Mr.Hyde

**PRACTICAL WORK:** Debate on the policies of our government.

**TOTAL:**

**60 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

### TEXT BOOK

Austen Jane. *Pride and prejudice*. London: H.G, Clarke and Co., 1944.Print.  
Walter Scott. *Kenilworth*.Oxford Publications. 2000.  
Charles Dickens. *Oliver Twist*. London: H.G, Clarke and Co., 1944.Print.  
Daniel Defoe. *Robinson Crusoe*. Oxford Publications. 2000.  
Emily Bronte. *Wutherin Heights*. Oxford Publications. 2000.  
Thomas Hardy. *The Mayor of Casterbridge*. London: H.G, Clarke and Co., 1944.Print.  
Aldous Huxley. *Brave New World*. Penguin Publications. 2012.  
George Orwell . *The Animal Farm*. Oxford Publications. 2000.  
Sir Arthur Conan Doyle. *The Hound of the Baskervilles*. London: H.G, Clarke and Co., 1944.Print.  
R.L.Stevenson . *Dr.Jekyll & Mr.Hyde* . London: H.G, Clarke and Co., 1944.Print.

### WEB RESOURCES

[www. Questionia.com](http://www.Questionia.com)  
[www. Bookrages.com](http://www.Bookrages.com)  
[www. Novelguide.com](http://www.Novelguide.com)  
[www. Grade Saver.com](http://www. Grade Saver.com) The –old- man-and the-sea  
[www. Sparknotes.com/ lit/oldman](http://www. Sparknotes.com/lit/oldman)  
[www. Shydygs.net/fiction.htm](http://www. Shydygs.net/fiction.htm).

### Mapping

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U3ENA03	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Allied III– History of English Literature	<b>Semester</b>	3
<b>Hrs/Week</b>	6		<b>Credits</b>	5

### Course Objective

- To understand the undercurrents of literary writings and creative art in terms of literary movements through the ages.

### Course Outcomes (CO)

K1	CO1	To understand the concepts, forces and concerns that shaped the literary writings of different ages.
K2	CO2	To enable the students to comprehend and appreciate issues in British Literature through the ages in relation to authors, historical periods, major and minor themes, genres and critical theories.
K3	CO3	To sensitise the students to a diachronic and synchronic study of literature.
K4	CO4	To prepare the students to be confident and competent to encounter literature related jobs and examinations.

#### UNIT I: Chaucer and Elizabethan Age

(15 Hrs.)

Poetry : Chaucer, Wyatt and Surrey

Prose : Bacon and His Essays

Drama : University Wits, Shakespeare, BenJonson

#### SELF - STUDY:

Pre –Chaucerian Period

#### UNIT II: The Age of Milton

(15 Hrs.)

Milton as a poet

Donne, Dryden & Pope as poets

#### SELF - STUDY:

Metaphysical Poetry

#### UNIT III: The Restoration Age

(15 Hrs.)

Prose Writers : Addison and Steele, Dr.Johnson

Novelists : Swift and Fielding

Dramatists : Congreve, Sheridan

**SELF - STUDY:**

Periodical Essays of the 19<sup>th</sup> century

Dynasties.

**UNIT IV: The Romantic and Victorian Age**

**(15 Hrs.)**

Romantic Poets : Wordsworth, Coleridge, Shelley and Keats

Romantic Novelists : Scott, Austen

Romantic Prose Writers: Charles Lamb, Hazlitt,

Victorian Poets : Tennyson, Browning

Victorian Novelists : Charles Dickens, Thomas Hardy

Victorian Prose : Ruskin, Arnold

**SELF - STUDY:**

Lake Poets

**UNIT V: 20<sup>th</sup> Century Literature and Modern Literature**

**(15 Hrs.)**

20<sup>th</sup> Century Poets : T.S.Eliot, Philip Larkin

20<sup>th</sup> Century Prose Writers : Chesterton, Hillare Bellock

20<sup>th</sup> Century Dramatists : G.B.Shaw, H.Pinter

20<sup>th</sup> Century Novelists: D.H.Lawrence, William Golding

**SELF - STUDY:**

Georgian Poets, War Poets, Psychological Novels

**TOTAL:**

**75 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

**TEXT BOOK:**

Albert, Edward.*History of English Literature*. Orient Longman pub., 1985.

**BOOKS FOR REFERENCE**

1. Crompton, Arthur and Ricket. A History of English Literature. UBS Publishers. 2016
2. Jayabalan.N *History of English literature*. NewDelhi: Atlantic publishers and distributors, 2001.print.
3. Nair K. R. Ramachandra,*Essays on the History of Literature*,New Delhi:Emerald Publishers.,2008.Print.
4. Cazamian ,Legouis. *History of English Literature*, NewYork: Macmillan pub., 1926.Print.
5. Hudson. Outline History of English Literature.

**WEB SOURCES:**

[www.literarism.blogspot.com/2010/09/age-of-chaucer.html](http://www.literarism.blogspot.com/2010/09/age-of-chaucer.html)

[www.study.com/.../the-restoration-period-in-english-literature-timeline-lesson-quiz.html](http://www.study.com/.../the-restoration-period-in-english-literature-timeline-lesson-quiz.html)

[www.vijaychavan70.blogspot.com/2012/10/the-augustan-age.html](http://www.vijaychavan70.blogspot.com/2012/10/the-augustan-age.html)

<https://www.britannica.com/event/Victorian-Age>

[https://en.wikipedia.org/wiki/Postmodern\\_religion](https://en.wikipedia.org/wiki/Postmodern_religion)

### Mapping

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U3ENS01	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. SBEC 1–	<b>Semester</b>	3
<b>Hrs/Week</b>	2	Creative Writing	<b>Credits</b>	2

### Course Objective

- To teach students how to read critically as writers – to understand other writers’ craft, purposes, and aesthetic choices, toward the creation of the students’ own original works.

### Course Outcomes (CO)

K1	CO1	To provide an apprenticeship in the art of writing by offering guided writing and to build upon reading and study.
K2	CO2	To make them understand, analyse and effectively use the conventions of writing.
K3	CO3	To train them to examine how texts function across a range of genres, contexts and cultures.
K4	CO4	To make them creative writers writing with clarity and purpose and using elements of different genres.

#### UNIT – I

(6 Hrs)

1. Nissim Ezekiel - Night of the Scorpion
2. Sarojini Naidu - Palanquin Bearers

#### SELF STUDY:

1. Introducing Creative Writing
2. Creative Writing in the World

#### UNIT – II

(6 Hrs)

1. Frank R. Stockton - The Lady, or the Tiger?
2. Stephen Leacock - With the Photographer

#### SELF STUDY:

1. Challenges of Creative Writing
2. Composition and Creative Writing

#### UNIT – III

(6Hrs)

1. W. W. Jacobs - The Monkey's Paw
2. Fritz Karinthy - The Refund

#### SELF STUDY:

1. Process of Creative Writing

2. The Practice of Fiction

**UNIT – IV**

**(6Hrs)**

R.K.Narayan - The Astrologer's Day

**SELF STUDY:**

1. Creative Non-Fiction

2. Writing Poetry

**UNIT – V**

**(6Hrs)**

Oscar Wilde - The Modern Millionaire

**SELF STUDY:**

1. Performing Writing

2. Writing in the Community and academy

**TOTAL:**

**30 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment

**TEXT BOOK**

1. David Morely. The Cambridge Introduction to Creative Writing. New York: Cambridge University Press. 2007.
2. David Morley and Philip Neilsen's Creative Writing

**REFERENCE BOOK**

1. David A. Teaching for creative activity. Delhi: Commonwealth Pub., 2012.
2. Mills Paul. *The Rotledge Creative Writing Course Book*. New York: Routledge. 2009.
3. Spinro, Jane. *Creative Poetry Writing*. Oxford: 2004.

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

**YEAR II – SEMESTER III**

**NMEC**

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U4ENC07	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Core VII– Indian Literature in English	<b>Semester</b>	4
<b>Hrs/Week</b>	5		<b>Credits</b>	4

### Course Objective

- To make students understand the concepts and anxieties behind the shaping of Indian Literature.

### Course Outcomes (CO)

K1	CO1	To recollect the background of Indian Literature, Social background and life style of an age.
K2	CO2	To familiarise learners to a wide range of Indian Writng originally written in English and translated from Indian languages and to introduce Indian specific elements.
K3	CO3	To introduce students to crucial debates and discussions in the field including language, Indianness, cultural differentiation and globalisation and to the problems of conceptualising a homogeneous India.
K4	CO4	To enable learners to infer 'Indianness'- socio-cultural ethos, aesthetics etc. from representative works and to problematise the idea of 'India' through the writings.

#### UNIT I: POETRY

(12 Hrs.)

Tagore - Gitanjali (1-15)

#### SELF- STUDY

Sarojini Naidu - The Bazaar's of Hyderabad

#### UNIT II: PROSE

(12 Hrs.)

Gopal Krishna Gokhale – Students and their Duties

#### SELF-STUDY:

Mulk Raj Anand - Coolie

#### UNIT III: FICTION (19 Hrs.):

R. K. Narayan - A Tiger for Malgudi

#### SELF-STUDY:

Mahasweta Devi - The Armenian Champa Tree

#### UNIT IV: DRAMA

(12 Hrs.)

Vijay Tendulkar - Silence! The Court is in Session

#### SELF-STUDY:

GirishKarnad - Tughlaq

**UNIT V: SHORT STORIES**

**(12 Hrs.)**

M.R.Anand - Barber's Trade Union

**SELF-STUDY:**

Prem Chand - Lallaji

**TOTAL:**

**60 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment

**TEXT BOOK**

1. Iyengar, Srinivasa. Indian Writing in English, Orient Paper Backs. 1998.

**REFERENCE:**

2. Nandy, Pritesh. Indian Poetry in English Today. Sterling Publishers. 1973

3. Khatri, C. L. Vivekanandha. Speeches and Writings: A Critical Study. Creative Book. 2009.

**WEB SOURCE**

<https://en.wikipedia.org/wiki/Coolie>

[https://en.wikipedia.org/wiki/Our\\_Casuarina\\_Tree](https://en.wikipedia.org/wiki/Our_Casuarina_Tree)

[www.importantindia.com/8538/summary-of-our-casuarina-tree](http://www.importantindia.com/8538/summary-of-our-casuarina-tree)

[https://en.wikipedia.org/wiki/A\\_Tiger\\_for\\_Malgudi](https://en.wikipedia.org/wiki/A_Tiger_for_Malgudi)

[www.tacentral.com/economy.asp?story\\_no=9](http://www.tacentral.com/economy.asp?story_no=9)

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U4ENC08	<b>Title</b>	<b>Batch</b>	2019-2022
<b>Hrs/Week</b>	5	Part III Group-B. Core VIII – History and Development of Literary Criticism	<b>Semester</b>	4
			<b>Credits</b>	5

### Course Objective

- To Guide the Indian Student of English Literature to expound the basic truths of the art of criticism.

### Course Outcomes (CO)

K1	CO1	To train the students to be familiar with synchronic study of literary criticism
K2	CO2	To make them understand the factors involved in criticism like interpretation, elucidation, judgement and appreciation.
K3	CO3	To develop critical sensibility of the students and to make them aware of intricacies of Literary criticism.
K4	CO4	To train the students to analyse different literary devices and techniques and understand their artistic effect.

#### UNIT - I

(15 Hrs.)

- The Art of Criticism - Its Forms, Beginnings and Limitations
- Aristotle
- Plato

#### SELF – STUDY :

- Roman classicists – Quintilian and Horace
- Enter Romance – Longinus
- The Emergence of the Vernacular – Dante

**PRACTICAL WORK:** List the critical terms used in Aristotle and Plato.

#### UNIT – II

(15 Hrs.)

- Sir Philip Sydney
- Ben Jonson

#### SELF – STUDY:

Kinds of criticism- Legislative, Theoretical, Descriptive, Comparative, Biographical, Impressionistic, Historical.

**PRACTICAL WORK:** Choose two critics and identify which kind he belongs to

#### UNIT – III

(15 Hrs.)

1. John Dryden
2. Dr. Johnson

**SELF-STUDY:**

1. The Triumph of Classicism – General Survey
2. Joseph Addison
3. Alexander Pope
4. Critical Trends: Renaissance, Neo-classical

**PRACTICAL WORK:** Debate on similarities and differences between Renaissance and Neo-classical

**UNIT – IV**

**(15 Hrs.)**

1. William Wordsworth
2. S.T. Coleridge

**SELF-STUDY:**

1. The Romantic Revolt– General Survey
2. Matthew Arnold
3. Walter Pater
4. Critical Trends: Victorian, New Criticism, Post Modernist Trends.

**PRACTICAL WORK:** Compare and contrast Arnold and Carlyle.

**UNIT – V**

**(15 Hrs.)**

1. T. S. Eliot
2. I.A. Richards

**SELF-STUDY:**

1. The Age of Interrogation – General Survey
2. F.R. Leavis
3. Approaches: Sociological, Archetypal, Moralistic, Psychological, Formalistic.

**PRACTICAL WORK:** Choose a critic of modern times and apply, analyse under one of these approaches.

**TOTAL:**

**75 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

**TEXT BOOK :**

Prasad, B. *An Introduction to English Criticism*. Delhi : Macmillan press.2000. print.

**REFERENCE**

Das, Krishnan, Deshpande. Patra, *History of Literary Criticism*, New Delhi :

Commonwealth pub., 2009.print.

Terry, Eagleton. *The Function of Criticism :From the Spectator to Post – Structuralism*,

London :Verso pub.,1984.print.

**WEB SOURCES :**

[www.literatureclasics.com/ancientpaths/litcrit/html/](http://www.literatureclasics.com/ancientpaths/litcrit/html/)

[www.Lextee.Com/criticism.html](http://www.Lextee.Com/criticism.html).

[www.wwnorton.com/](http://www.wwnorton.com/)

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U4ENA04	<b>Title</b>	<b>Batch</b>	2019-2022
<b>Hrs/Week</b>	4	Part III Group-B. Allied IV– English Language Teaching	<b>Semester</b>	4
			<b>Credits</b>	4

### Course Objective

- To empower the students to become effective and efficient teachers.

### Course Outcomes (CO)

K1	CO1	To identify the problems of teaching students who come to college from the Indian-language – medium schools.
K2	CO2	To understand and to be able to read with ease standard books and periodicals available only in English.
K3	CO3	To analyse methods of English Language teaching and to identify interesting and effective methods for different situations.
K4	CO4	To get an insight into the teaching of English as a second language and to provide ample scope for exposure to English Language Teaching as a subject.

#### UNIT-I

(12 Hrs.)

Dealing with the Large class

#### SELF-STUDY:

- The student's school background
- Improving the Reading Skills

#### PRACTICAL WORK:

Teach a poem to your class

#### UNIT-II

(12 Hrs.)

Teaching Rapid silent Reading

#### SELF-STUDY:

Reading for Exact Information

#### PRACTICAL WORK:

Read a piece silently for 3 minutes and make an oral presentation.

#### UNIT-III

(12 Hrs.)

Grammar and Structure Practice

#### SELF-STUDY:

Teaching the Tenses

#### PRACTICAL WORK:

Write your own example sentences for grammar Units learnt.

**UNIT-IV****(12 Hrs.)**

Teaching Composition

**SELF-STUDY:**

Teaching without Lecturing – Jean Forrester

**PRACTICAL WORK:**

Attempt writing Composition

**UNIT-V****(12 Hrs.)**

Teaching Poetry

**SELF-STUDY:**

Preparing for the Examination

**PRACTICAL WORK:**

Write a poem of your own and teach it

**TOTAL:****60 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment

**TEXT BOOK**

Forrester, Jean F. Teaching without Lecturing. Oxford University. Press 1968.

**REFERENCE**

Jack.C. Richards, Theodore S. Rodgers. *Approaches and Methods in English Language Teaching* Second Edition. London :Cambirdge University press, 2001. Print.

**WEB SOURCE**

<https://www.education.com> › ... › Verb Tenses: Past, Present, Future

<https://www.teachingenglish.org.uk/article/using-poetry>

<https://oupeltglobalblog.com/tag/teaching-with-poems>

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

## Course Objective

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U4ENS02	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Skill based II–	<b>Semester</b>	4
<b>Hrs/Week</b>	2	Film Studies	<b>Credits</b>	2

- To introduce students to Film Studies as a discipline and to develop in them analytical and critical skills to enable them to appreciate cinema as an independent art form.

## Course Outcomes (CO)

K1	CO1	To see film as a gateway subject and to foster through film an understanding of visual aesthetics, forms and technological innovation.
K2	CO2	To understand how film connects with history, politics, technology psychology and performance.
K3	CO3	To critically appraise the nature of representation on screen and how class, race, ethnicity and sexuality are represented.
K4	CO4	To probe the impact of practices and regulations such as censorship, cultural policy and international distribution in film reception.

### UNIT I: UNDERSTANDING FILM AND MAJOR FILM MOVEMENTS (6 Hrs)

What is film? – Film, Cinema and Movie – The Hybrid Nature of Film – The Language of Cinema – Authorship – A Brief History-Beginning and Growth of Cinema – The Evolution of the Narrative Films – Early Cinema (The Silent Era) – Classical Hollywood Cinema / Classical Narrative Cinema – Contemporary Hollywood Cinema – Early Soviet Cinema – French Poetic Realism - The French New Wave / Nouvelle Vague - Italian Neo Realism – Latin American Cinema – Japanese Cinema – Iranian Cinema – Korean Cinema – Contemporary international trends.

**SELF STUDY:** Film Language-Basic Terminology of Filmmaking: Mise-en-scene – Cinematography or The Chot – Editing – Sound – Colour in Film – Censorship in India

**PRACTICAL WORK:** Write a review on your favourite movie.

### UNIT II: FILM GENRES

(6 Hrs)

Thakazhi Sivasankara Pillai - **Chemeen**

**SELF STUDY:**

Chemeen (Film Version)

**PRACTICAL WORK:** Describe the different genres in Tamil films.

### UNIT III: LITERATURE AND FILM

(6 Hrs)

**SELF STUDY:**

Mistress of Spices (Film Version)

**PRACTICAL WORK:** Is regional language essential to the people in the films?

**UNIT IV: FILM THEORY**

**(6 Hrs)**

Vikas Swarup - Q & A

**SELF STUDY:**

Slum Dog Millionaire (Film Version)

**PRACTICAL WORK:** Comment on the realism in Tamil movies.

**UNIT V:**

**(6 Hrs)**

Reviews

**SELF STUDY:**

Reviews published in Newspapers on movies, serials, dramas, etc.

**PRACTICAL WORK:** Feminism in 21<sup>st</sup> century Tamil film – Discuss.

**TOTAL:**

**30 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

**TEXT BOOK:**

Babu N.M et al. Introducing Film Studies. Mainspring Publishers. 2015

**REFERENCE BOOK:**

Dix, Andrew. *Beginning of Film Studies*. London: Oxford U.P. press, 2005. Print.

Gipson church. Pamela ed. *The Oxford Guide to Film studies*. London : Oxford U.P. press. 1998. Print.

**WEB SOURCE:**

[guides.library.yale.edu/c.php?g=295800&p=1975058](http://guides.library.yale.edu/c.php?g=295800&p=1975058)

[guides.lib.purdue.edu/c.php?g=352460&p=2375565](http://guides.lib.purdue.edu/c.php?g=352460&p=2375565)

[libguides.ucalgary.ca](http://libguides.ucalgary.ca) > LibGuides > Film Studies

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

**YEAR II – SEMESTER IV**

**NMEC**

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U5ENC09	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Core IX–	<b>Semester</b>	5
<b>Hrs/Week</b>	6	Shakespeare	<b>Credits</b>	5

### Course Objective

- To familiarise the students with the nature of the dramatic genres in which Shakespeare wrote, including comedy, romance, tragedy and history.

### Course Outcomes (CO)

K1	CO1	To know the characters, plots and themes of Shakespearean plays.
K2	CO2	To understand the great ideas conveyed in his plays and appreciate the rhetorical and poetic art through which those ideas are conveyed.
K3	CO3	To apply a knowledge of the social, political and intellectual context of Elizabethan England to an understanding of Shakespeare's works.
K4	CO4	To enhance critical thinking, oral communication and writing skills through literary analysis.

#### UNIT I : COMEDY

(15 Hrs)

Merchant of Venice

#### SELF-STUDY:

Types: Tragedy, Comedy, Tragic comedy and Historical plays

PRACTICAL WORK: Story Board Writing

#### UNIT II : TRAGEDY

(15 Hrs)

Macbeth

#### SELF-STUDY:

Structure: Character, Setting, Plot, Point of View, Act Division, Dialogue, Theme and Conflict Scheme

PRACTICAL WORK: Role play and Interview

#### UNIT III : HISTORICAL PLAY

(15 Hrs)

Henry IV - Part – I

#### SELF-STUDY:

Julius Caesar

PRACTICAL WORK: Enact a scene of your choice

#### UNIT IV : LAST PLAYS

(15 Hrs)

The Tempest

**SELF-STUDY:**

Music, Sonnets and Poems

**PRACTICAL WORK:** The process of making a montage

**UNIT V : GENERAL FEATURES IN SHAKESPEARIAN PLAYS & THEATRE**

**(15 Hrs)**

Theatre and Audience  
Soliloquies,  
Fools  
Women  
Supernatural elements  
Early comedies & Romantic Comedies  
Tragedy  
Last plays  
History plays  
Problem Plays

**SELF-STUDY:** Visual Texts

1. King Lear (Visual Text)
2. Midsummer Nights Dream
3. Antony and Cleopatra
4. Taming of the Shrew
5. Macbeth
6. Merchant of Venice
7. The Tempest

**PRACTICAL WORK:** Criticisms of A.C.Bradley, L.K.Knight and Coleridge

**TOTAL:**

**75 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

**TEXT BOOK:**

Shakespeare, William. *Merchant of Venice*. Cambridge University P.Ltd. Press. 2016.

Shakespeare, William. *Macbeth* Oxford University Press. 2004.

Shakespeare, William. *Henry IV - Part – I*. Harvard University Press. 2013.

Shakespeare, William. *The Tempest*. Oxford University Press. 2005.

**REFERENCE BOOKS:**

1. Kenneth, Muir. *The Source of Shakespeare's Plays*. India: Routledge, Oxon. 1977.  
Print.
2. Bate. Jonathon, Eric Rasmussen, ed. *The completed works of William Shakespeare*.  
New York: Modern Library press. 2007. print.
3. Dobson, Michael et al. *The Oxford Companion to Shakespeare*. OUP. 2001.
4. Detroit, MI: Gale Research. *Shakespearean Criticism*.
5. Mcleish, Kenneth. *Longman Guide to Shakespeare's Characters: a who's who of Shakespeare*. Harlow. 1985.
6. O'Dell, Leslie. *Shakespearean Scholarship: a Guide for actors and students*. Greenwood Press. 2002.

**WEB SOURCE:**

www.shakespeare.org.uk/Shakespeare  
<https://www.opensourceshakespeare.org/>  
[www.bardweb.net/content/ac/sources.html](http://www.bardweb.net/content/ac/sources.html)  
 shakespeare.mit.edu/

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U5ENC10	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Core X–	<b>Semester</b>	5
<b>Hrs/Week</b>	6	American Literature	<b>Credits</b>	5

### Course Objective

- To introduce students to a diverse group of authors for what they reflect and reveal about the evolving American Experience and character.

### Course Outcomes (CO)

K1	CO1	To identify key ideas, representative authors and works and significant historical or cultural events.
K2	CO2	To understand the development of characteristic forms or styles of expression during different historical periods in different regions.
K3	CO3	To include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
K4	CO4	To include the ability to connect choices, actions and consequences to ethical decision-making.

### UNIT I : POETRY

(15 Hrs)

- Edgar Allan Poe - Annabel Lee
- Emily Dickinson – Because I could not stop for Death

### SELF-STUDY:

- Maya Angelou – On The Pulse of Morning
- Amiri Baraka – Somebody Blew Up America
- E.E. Cummings – Among Crumbling people
- Walt Whitman – When Lilacs Last in the Door Yard Bloom.

### PRACTICAL WORK:

Write a poem on an American / African American Theme.

### UNIT II : PROSE

Henry David Thoreau - Civil Disobedience

(15 Hrs)

### SELF-STUDY:

Allen Tate – The Man of Letters in the Modern World.

### PRACTICAL WORK:

Write an essay on racist issues.

### UNIT III : DRAMA

(15 Hrs)

- Eugene O’ Neill – Emperor Jones

**SELF-STUDY:**

1. Tennessee Williams - The Glass Menagerie

**PRACTICAL WORK:**

Enact a scene from any American Drama.

**UNIT IV : FICTION**

**(15 Hrs)**

Alice Walker - The Color Purple

**SELF-STUDY:**

1. Richard Wright - Black Boy
2. Margaret Mitchell – Gone With the Wind

**PRACTICAL WORK:**

Imagine yourself as a protagonist of any novel and speak about yourself.

**UNIT V : SHORT STORIES**

**(15 Hrs)**

1. Mark Twain – Baker’s Bluejay Yarn
2. O.Henry – The Cactus.

**SELF-STUDY:**

1. Edgar Allen Poe – The Fall of the House of Usher
2. *Henry James – The Real Thing*

**PRACTICAL WORK:**

Attempt writing a short story combining Indian and American themes

**TOTAL:**

**75 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

**TEXT BOOK:**

S.Oliver, Dr. Egbert.ed,*An Anthology of American Literature*. America : Independent pub.,1990-1965.print.

**REFERENCE BOOKS:**

1. Bell, Bernard W. *The Afro-American Novel and Its Tradition*. Amherst: University of Massachusetts Press, 1987.print.
2. Mitchell, Angelyn, ed. *Within the Circle: An Anthology of African American Literary Criticism from the Harlem Renaissance to the Present*. Durham, NC: Duke University Press, 1994.print.
3. Blanck, Jacob. *Bibliography of American Literature*. Yale University Press. 1955
4. Perkins, George et al. *The American Tradition in Literature*.
5. Mc Michael, George et al. *Concise Anthology of American Literature*.

**WEB SOURCES:**

[www.wsu.edu/~campbelld/amlit/sites.htm](http://www.wsu.edu/~campbelld/amlit/sites.htm)

<https://www.lib.umn.edu/subjects/rqs/79>

[www.columbia.edu/~lmg21/bookmark.htm](http://www.columbia.edu/~lmg21/bookmark.htm)

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	✓	✓	✓	✓	✓
<b>CO2</b>	✓	✓	✓	✓	✓
<b>CO3</b>	✓	✓	✓	✓	✓
<b>CO4</b>	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U5ENC11	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Core XI–	<b>Semester</b>	5
<b>Hrs/Week</b>	6	Women’s Literature	<b>Credits</b>	5

### Course Objective

- To sensitize learners of gender issues for building an egalitarian society.

### Course Outcomes (CO)

K1	CO1	To remember and apply basic terms and concepts related to women studies.
K2	CO2	To comprehend cultural constructions of gender and sex and their intersection with other aspects of identity.
K3	CO3	To create an awareness of feminist issues and to motivate them to empower themselves to face the future challenges.
K4	CO4	To create interest to attempt creative writing and to work towards empowerment of women.

### UNIT I : POETRY

(15 Hrs)

Maya Angelou – Still I Rise / Phenomenal Woman

Imtiaz Dharker – Another Woman

Sarojini Naidu – Indian Weavers

Kamala Das – My Grandmother’s House

### SELF - STUDY

Elizabeth Barret Browning – The Cry of Children

Margaret Atwood – This is a photograph of Me

### PRACTICAL WORK

To write personal analysis and notes on observations regarding style, and content and connections to other texts.

### UNIT II : PROSE

(15 Hrs)

Alice Walker - In Search of Mother’s Garden

Virginia Woolf - A Room of One’s Own

### SELF - STUDY

Dale Spender – Women and Literary History

Toril Moi – Feminist, Feminine, Female

## **PRACTICAL WORK**

To write a fully documented six page essay in MLA style on an approved topic related to Women's Literature

### **UNIT III : DRAMA**

**(15 Hrs)**

Mahesh Dattani – Tara

### **SELF - STUDY**

Manjula Padmanabhan – Harvest

Uma Parameswaran – Lesson of a Different kind

## **PRACTICAL WORK**

To identify and explain the historical, cultural and literary connections between texts.

### **UNIT IV : SHORT STORY**

**(15 Hrs)**

Chitra Banerjee Divakaruni – Arranged Marriage “Doors”

Katherine Mansfield – The Doll's House

### **SELF - STUDY**

Alice Walker – Every Day Use

Jhumpa Lahiri – A Temporary Matter, (Interpreter of Maladies)

Flannery O'conner – A good man is hard to find

## **PRACTICAL WORK**

To deliver a 5-7 minute oral presentation to the class regarding pre-approved topic related to the text.

### **UNIT V : FICTION**

**(15 Hrs)**

Manju Kapur – Difficult Daughters

### **SELF - STUDY**

Gita Hariharam – Thousand Faces of Night

Sashi Deshpande - The Dark Holds No Terror

## **PRACTICAL WORK**

To discuss how social attitudes have shaped perceptions of Women in Literature.

**TOTAL:**

**75 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

**METHODOLOGY:**

Class room lectures, Group Discussions, Panel Discussions, Term Papers, Guest lectures and input sessions by experts.

**BOOKS FOR REFERENCE:**

1. Gilbert and Gubar. Eds. *The Norton Anthology of Literature by Women*. W.W.Norton. 2007.
2. Dr.KNITHA S., *An Anthology of English Verse by Women*, Madurai, 2009.
3. RUTHVEN K.K., *Feminist Literary Theories*. Cambridge University Press, Cambridge, 1990.

**WEB SOURCES:**

[www.wsu.edu/~campbell/amlit/sites.htm](http://www.wsu.edu/~campbell/amlit/sites.htm)

<https://www.lib.umn.edu/subjects/rqs/79>

[www.columbia.edu/~lmg21/bookmark.htm](http://www.columbia.edu/~lmg21/bookmark.htm)

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U5ENC12	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Core XII–	<b>Semester</b>	5
<b>Hrs/Week</b>	6	English Phonetics	<b>Credits</b>	5

### Course Objective

- To help the students to have a broad outlook on English phonetics and make them understand the proper pronunciation of English sounds.

### Course Outcomes (CO)

K1	CO1	To recollect English sounds and the symbols associated with them.
K2	CO2	To understand the nuances of producing sounds that are not in their L1 and to learn articulation mechanism of English vowels.
K3	CO3	To assess the English rhythm system, Intonation system, reduction, consonant, clusters, linking and assimilation system of the English.
K4	CO4	To increase better listening abilities and to have better communication with native speakers.

#### UNIT - I

(15 Hrs)

The Air-Stream Mechanism,  
The Organs of Speech

#### SELF STUDY

International Phonetic Alphabet

#### UNIT - II

(15 Hrs)

Classification and description of speech sounds - vowels  
Classification and description of speech sounds - consonants

#### SELF STUDY

The Cardinal Vowels

#### UNIT – III

(15 Hrs)

The Syllable  
The Word Accent & Rhythm in Connected Speech

#### SELF STUDY

Weak and Strong Forms

#### UNIT – IV

(15 Hrs.)

Intonation

## Assimilation and Elision

### **SELF STUDY**

Consonant Clusters

### **UNIT – V**

**(15 Hrs.)**

Transcription of Words

Transcription of Sentences

### **SELF STUDY**

Phonemic Transcription

### **TOTAL:**

**75 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

### **TEXT BOOK**

Balasubramanian. T. *A Textbook of English Phonetics for Indian Students.*, Chennai : Trinity pub., 2015. Print.

### **REFERENCE**

Gimson A. C. *An Introduction to the Pronunciation of English.* London : Edward Arnold pub., 1962. Press.

Jones, Daniel. *The Pronunciation of English.* London : Cambridge press, 1956. Print.

Hockett, P.A *Course in Phonetics.* New York: Harcourt pub., 1975. Print.

### **WEB SOURCE**

[https://en.wikipedia.org/wiki/International\\_Phonetic\\_Alphabet](https://en.wikipedia.org/wiki/International_Phonetic_Alphabet)

<https://www.merriam-webster.com/dictionary/phonetic>

<https://en.wikipedia.org/wiki/Phonetics>

### **Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U5ENE01	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-C. Elective – I :	<b>Semester</b>	5
<b>Hrs/Week</b>	3	English Literature for Competitive Examinations	<b>Credits</b>	3

### Course Objective

- To familiarize students with literary works and authors from Chaucer's Age till date.

### Course Outcomes (CO)

K1	CO1	To help them be prepared for a synoptic outline of each work and author.
K2	CO2	To understand the historical, cultural and literary connections between texts.
K3	CO3	To examine how writers of different ages have been empowered by their precursors and contemporaries.
K4	CO4	To enable students to be thorough with the literary writers of all regions and ages and to equip them to face the competitive examinations.

#### UNIT I

(9 Hrs)

Chaucer to Dryden (Chaucer, Marlowe, Shakespeare, Milton and Dryden)

**SELF STUDY:** Author's life and works in chronological order.

#### UNIT II

(9 Hrs)

Pope to Tennyson (Pope, Johnson, Wordsworth and Tennyson)

**SELF STUDY:** Author's life and works in chronological order.

#### UNIT III

(9 Hrs)

Hardy to Present Age (Hardy, Modern Drama, Fiction, Essay and Short story)

**SELF STUDY:** Author's life and works in chronological order.

#### UNIT IV

(9 Hrs)

Indian Literature (Middle Age and Modern Age)

**SELF STUDY:** Author's life and works in chronological order.

#### UNIT V

(9 Hrs)

American Literature, Commonwealth and New Literature. (Middle Age and Modern Age)

**SELF STUDY:** Author's life and works in chronological order.

**TOTAL:**

**45 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment

**TEXT BOOK**

Upkar's UGC/NET/JRF/SET.

Dr. B.B. Jain, Upkar Prakashan Agra

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U5ENS03	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Skilled Based	<b>Semester</b>	5
<b>Hrs/Week</b>	3	III – Translation Studies	<b>Credits</b>	2

### Course Objective

- To understand and appreciate literatures across the cultures and to train the students in the art of translation.

### Course Outcomes (CO)

K1	CO1	To familiarize students with the origin and development of translation and theories and techniques of translation.
K2	CO2	To help them acquire the ability to translate literary and non-literary texts from English to an Indian Language and vice versa.
K3	CO3	To develop familiarity in students with cultural, linguistic and social nuances of regional literature.
K4	CO4	To enable students to transcend cultural barriers in understanding, foregrounding and contesting the 'transcultural' India.

#### UNIT – I

(6Hrs)

Theories of Translation (Catford)

#### SELF-STUDY :

History of Translation (Bijay)

#### PRACTICAL WORK

Write a poem of 10 lines in Tamil and translate it.

#### UNIT – II

(6Hrs)

Kinds of Translation Bijay

#### SELF-STUDY :

Problems of Translation

#### PRACTICAL WORK

Identify your problems in translation and discuss with peers on how to get rectified

#### UNIT – III

(6Hrs)

Translation as Creative Writing

#### SELF-STUDY :

The Role of the translator

## **PRACTICAL WORK**

Translate an English poem into Tamil

### **UNIT – IV**

**(6Hrs)**

Comparative Literature Translation.

### **SELF - STUDY :**

1. Translation Theory and practice : The Indian context
2. Desiya Vinayagam Pillai : Light of Asia.

## **PRACTICAL WORK**

Analyse a translated work in terms of language and the spirit of work

### **UNIT – V**

**(6Hrs)**

Translation in the 21st century : The Global context Translation.

### **SELF-STUDY :**

Practice in Translation.

## **PRACTICAL WORK**

Students to choose a work of their own choice for translation

### **TOTAL:**

**30 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

### **TEXT BOOK :**

Kumar Das, Bijay. *A Handbook of Translation Studies*. London: Atlantic publishers and Distributors, 2008. Print.

### **REFERENCE BOOK:**

Bassnet, S., A. Lefevereds, *Translation, History, and Culture*. London: Pinter Publishers. 1990. print.

Hatim, B., I. Mason, *The Translator as Communicator*, London: Routledge. 1997. print.

Lefevere, A. *Translating Literature: Practice and Theory in a Comparative Literature Context*, New York: Modern Language Association of America. 1995. print.

### **WEB RESOURCES:**

[www.ncl.ac.uk/undergraduate/modules/tri1112](http://www.ncl.ac.uk/undergraduate/modules/tri1112)

[www.translation.illinois.edu/programs/masters.html](http://www.translation.illinois.edu/programs/masters.html)

[www.tandfebooks.com/isbu/9780203869734](http://www.tandfebooks.com/isbu/9780203869734)

[www.translatorscafe.com/cafe/EN](http://www.translatorscafe.com/cafe/EN).

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	✓	✓	✓	✓	✓
<b>CO2</b>	✓	✓	✓	✓	✓
<b>CO3</b>	✓	✓	✓	✓	✓
<b>CO4</b>	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U6ENC13	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Core XIII– Dalit	<b>Semester</b>	6
<b>Hrs/Week</b>	6	Literature	<b>Credits</b>	5

### Course Objective

- To examine the idea of Dalit and its social construction.

### Course Outcomes (CO)

K1	CO1	To familiarise the problems of the suppressed and oppressed in the name of caste, creed, religion and gender.
K2	CO2	To make students understand the nuances of dominant ideology and cultural hegemony.
K3	CO3	To analyse different languages, style, techniques, symbols, folk songs and folklore of the oppressed to turn down the dominant ideology through their arts and literature.
K4	CO4	To equip students to enable and empower them to understand the Literature of the oppressed towards promoting the life of the Dalits.

### UNIT I :Identity Crisis: Dalits, Untouchables, Shudras, Harijans

(15 Hrs)

1. Caste System : An Introduction
2. The Varnas in Caste System
3. The Shudras
4. From Untouchables to Dalits
5. Forced Exclusion and Constant Oppression
6. The Practice of Untouchability across the borders

#### SELF- STUDY

Dalit Writers

#### PRACTICAL WORK:

Compare and contrast Dalit Literature with aesthetic literature.

### UNIT II : Dalit Literature in English : From Literary to Social Liberation

(15 Hrs)

1. Introduction
2. Insight into the Dalit Literary Movement
3. Tag-Lines of Dalit Literature: Dalit Art Forms
4. Growth of Dalit Literature

#### SELF -STUDY

1. Tamil Dalit Literature

**PRACTICAL WORK:**

Make an oral presentation of local dalit issues.

**UNIT III : Fiction (Translation)**

**(15 Hrs)**

Sivakami - The Grip of change

**SELF- STUDY**

Dalit Poetry : A Protest

Strengthening Dalit Literature

**PRACTICAL WORK:**

Imagine an interview with Bama and write a dialogue on Dalit women issues.

**UNIT IV : Fiction (Translation)**

**(15 Hrs)**

Bama's Karukku

**SELF- STUDY**

Dalit Autobiographical Narratives, figures of subaltern consciousness, Assertion & Identity

**PRACTICAL WORK:**

Write a short story on marginalized concerns

**UNIT V : Fiction (Translation)**

**(15 Hrs)**

Imayam- The Beast of Burden

**SELF -STUDY**

Dalits in Gujarat

Dalits in other South Asian Countries

**PRACTICAL WORK:**

Group discussion on issues discussed by Imayam.

**TOTAL:**

**75 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

**TEXT BOOK:**

1. Krishnaveer A Challa & Raghu Raj Yerra. *Dalit Literature in English Translation : A Critical Study.*

2. *Contemporary Dalit Literature Quest for Dalit Liberation.*

**REFERENCE**

1. K.Satyanarayana & Susie Tharu (ed). (2011). *No Alphabet in Sight: New Dalit Writing from South India*. New Delhi: Penguin Books.

2. Sharankumar Limbale. 2004. *Towards an Aesthetic of Dalit Literature*. (trans. From Marathi: Alok Mukherjee). New Delhi: Orient Longman.

3. Amarnath Prasad and M.B.Gaijan (Eds.) *Dalit Literature : A Critical Exploration*, (New Delhi: Sarup and Sons, 2007).

4. Gail Omvedt, *Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity*. (Hyderabad: Orient Longman, 1995).

5. Harbir Singh Randhawa (ed.) *Dalit Literature : Contexts, Trends and Concerns* (New Delhi: Sarup Book Publishers Pvt. Ltd, 2010).

6. Karan Singh, Amod Rai and Jyoti Yadaav (Eds.) *Dalit Literature. Challenges and Potentials* (New Delhi: Creative Books, 2009).

7. Sharmila Rege, *Writing Caste / Writing Gender: Reading Dalit Women's Testimonies*, (New Delhi: Zubaan, Kali for Women, 2006)

**WEB SOURCE:**

[www.fortell.org/content/development-theoretical-principles-dalit-literature](http://www.fortell.org/content/development-theoretical-principles-dalit-literature)

[https://en.wikipedia.org/wiki/Dalit\\_literature](https://en.wikipedia.org/wiki/Dalit_literature)

<https://books.google.co.in/books?isbn=8176258172>

<https://thewire.in/90561/2016-hindi-literature/>

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U6ENC14	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Core XIV–	<b>Semester</b>	6
<b>Hrs/Week</b>	6	Indian Diasporic Literature	<b>Credits</b>	5

### Course Objective

- To help the students have a broad outlook on diasporic literature and to make them understand and estimate the diverse paths the Indian culture has taken in the era of multiculturalism.

### Course Outcomes (CO)

K1	CO1	To familiarise students with aspects of various Indian diasporic experiences and issues surrounding multiculturalism.
K2	CO2	To make students understand the concepts of 'derooting' and 'Re-rooting' and the psychological problems involved in the process.
K3	CO3	To analyse the concepts of search for Identity, in search for Greener Pastures.
K4	CO4	To reflect on different fictional and non-fictional genres and explore how they may represent issues of contemporary interest in transcultural contexts.

### UNIT I : DIASPORA DEFINITION AND TERMS

(15 Hrs)

Types of Diaspora

Within the country, from Region to region, from rural to urban

Diaspora by choice and chance

Choice – corporate shift

Chance – children of early settlers

Migration and immigration & economic migrants

Voluntary displacement and refugee

Settlers and colonized people (Aryans and Moguls)

Expatriates – Transnational corporate expatriates

Forced eviction (Narmata River)

Slave trade

Undocumented workers – illegal aliens

### SELF - STUDY :

Political asylum

Girls moving across cultures by marriage

**PRATICAL WORK:**

Group discussion on diasporic terms.

**UNIT II : POETRY**

**(15 Hrs)**

Meena Alexander - Root My Name

VikramSeth -A Morning Walk Tourists.

**SELF - STUDY :**

SujathaBhatt - A Different History

**PRATICAL WORK:**

Write a short poem on being an immigrant.

**UNIT III : DRAMA**

**(15 Hrs)**

Manjula Padmanabhan - Harvest.

**SELF - STUDY :**

Uma Parameshwaran – Rootless But Green Are the Boulevard Trees

**PRATICAL WORK:**

Enact a scene on language and cultural barriers

**UNIT IV : ESSAY**

**(15 Hrs)**

Salman Rushdie -Imaginary Homelands

Meenakshi Mukherjee -Nahonm, Novel, Language.

**SELF - STUDY :**

Amitav Ghosh - The Diaspora in Indian Culture

**PRATICAL WORK:**

An essay on 'Solitude'

**UNIT V: FICTION**

**(15 Hrs)**

V. S. Naipaul - A House for Mr.Biswas

**SELF - STUDY :**

Anita Desai – Cry, the Peacock

**PRACTICAL WORK:**

Debate on diasporic concerns

**TOTAL:**

**75 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

**TEXT BOOK :**

Mishra, Vijay. *Literature of the Indian Diaspora*.U.S.A :Routledge pub., 2007. Print.

**REFERENCES:**

1. Chauduri, Nirad C. *Writers of the Indian Diaspora*. New Delhi :Rawat Pub, 1998.Print.
2. Balachandran K. *Critical Essays on Diasporic Writings*. New Delhi: Arise Publishers and Distributions, 2008. Print.
3. Agarwal, Malti. *English Literature: Voices of Indian Diaspora*. Atlantic. 2009.
4. Jain, Jasbir. *Writers of the Indian Diaspora*. Rawat.2005
5. Agarwal, Beena. *Women Writers and Indian Diaspora*. Authors Press. 2011

**WEB SOURCE:**

<https://muse.jhu.edu> › ... › Volume 16, Number 1/2, Spring/Fall 2007

<https://ijellh.com/search-for-the-roots-indian-diasporic-writing>

[www.academia.edu/Documents/in/INDIAN DIASPORIC LITERATURE](http://www.academia.edu/Documents/in/INDIAN_DIASPORIC_LITERATURE)

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U6ENC15	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Core XV–	<b>Semester</b>	6
<b>Hrs/Week</b>	6	CHILDREN'S LITERATURE	<b>Credits</b>	4

### Course Objective

- To introduce children's Literature to widen Fantasy thinking

### Course Outcomes (CO)

K1	CO1	To acquaint students with cultural authenticity and to sharpen curiosity factor.
K2	CO2	To make students understand how writing for children redirects the way in which genres, texts and new techniques interact creatively with childhood and youth culture.
K3	CO3	To extend the boundaries of Children's Literature to include creative and critical writings of our nation.
K4	CO4	Identify the key literary terms-picture books, chapter book, fantasy, verse, nursery rhyme, folktale, fable, myth and didacticism.

#### UNIT-I :

(12 Hrs)

- Robert Browning – The Pied Piper of Hamelin
- Edward Lear – The Owl And The Pussy Cat

#### SELF-STUDY:

William Wordsworth – The Cuckoo

#### PRACTICAL WORK:

Comment on the habitual themes.

#### UNIT-II :

(12 Hrs)

Richard Burton – Selected Tales From 1001 Arabian Nights

#### SELF-STUDY:

- Alibaba and Forty Thieves
- Aladdin and the Wonder Lamp.

#### PRACTICAL WORK:

Compare and contrast Arabian Nights and Panchatantra Tales

#### UNIT-III :

(12 Hrs)

Lewis Carrol – Alice in Wonderland

#### SELF-STUDY:

Rudyard Kipling – The Jungle Book

**PRACTICAL WORK:**

Write a fantasy story

**UNIT-IV :**

**(12 Hrs)**

Rowling - Part I, II and III of Harry Potter

**SELF-STUDY:**

1. A Midsummer's Night's Dream
2. The Tempest

**PRACTICAL WORK:**

Read and Translate Ambulimama's Stories.

**UNIT-V :**

**(12 Hrs)**

Richard Burton –Selected Tales From The Panchatantra Tales by NCBH

**SELF-STUDY:**

Picture books

**PRACTICAL WORK:**

Attempt writing a detective story

**Discussion Areas:**

1. Cross-Cultural Features
2. Critical Analysis of Nursery Rhymes, Folk/Fairy Tales and Adventure/ Detective Fiction

**Movies:**

1. Charlie and Chocolate Factory
2. The Polar Express
3. Alavudin and the magic lamp
4. Kunfo Panda – I

**TOTAL:**

**60 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

**TEXT BOOK:**

Shubha Tiwari: Atlantic publishers, New Delhi. 2006.Print.

**REFERENCE:**

1. Finke, Beth. Hanni and Beth: Safe and Sound. America : Blue Marlin, 2007. Print.
2. Herrera, Juan Felipe. *Featherless/Desplumado:Story/Cuento*.Children's Book Press, 2004. Print.
3. Kurtz, Jane. *The Storyteller's Beads*. Harcourt Brace, 1998. Print.

**WEBSOURCE:**

1. <http://www.indiana.edu/~librcsd/etext/piper/text.html>
2. <http://www.planetpdf.com>

### Mapping

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U6ENEP01	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. CORE 16 – English Communication Skills- Practical	<b>Semester</b>	6
<b>Hrs/Week</b>	6		<b>Credits</b>	5

**UNIT I**

**(20 Hrs)**

Pronunciation and Neutralization of Accent

**UNIT II**

**(15 Hrs)**

Communication Skills

Telephone skills

**UNIT III**

**(15 Hrs)**

Writing Skills

- a. Transcoding a given chart, Table or Statistics into a report
- b. Making Announcements
  - i. Announcements in Radio & T.V about Programmes and Missing Persons
  - ii. Announcement in Railway Stations about the arrival / departure / cancellation of Trains
- c. Filling up Forms
  - i. Money order Forms
  - ii. Railway Reservation / Cancellation Forms
  - iii. Mobile Connection Form
  - iv. Passport Application Form
  - v. Bank A/C opening Form
- d. Preparing Advertisements and Brochures

**UNIT IV**

**(10 Hrs)**

- A. Group Discussion Skills
  - a. Dress and Appearance
  - b. Motivation
  - c. Importance of being calm, friendly & cool
  - d. Importance of Listening
  - e. Leadership qualities
  - f. Knowledge of the subject
  - g. Delivery
    - i. Body Language
    - ii. Voice modulation
    - iii. Language: simple, specific, intelligible, concrete & sensuous
    - iv. Brevity

v. Humour

Note: Students are to be trained to group – discuss current affairs, National Issues, International Developments, Social Issues, Systems of Government, Human rights etc.

- B. Public Speaking Skills
  - a. Preparation
  - b. Knowledge of the subject
  - c. Dress and Appearance
  - d. Delivery: Body Language, Brevity, Humour, Accuracy and Eloquence
  - e. Use of Anecdotes
  - f. Sensing of Audience
  - g. Overcoming fear
  - h. Time – Management
    - i. Encountering a hostile atmosphere
- C. Reading Skills
  - a. Pronunciation, Stress & Intonation
  - b. Fluency

**UNIT V**

**(15 Hrs)**

- A. Interview Skills
  - a. Making the Interview – File
  - b. Preparation for the Interview
  - c. Dress and Appearance
  - d. Entry & Exit
  - e. Eye – Contact
  - f. Gestures and Postures
  - g. Presence of Mind
  - h. Communication Skill
  - i. Knowledge
  - j. Brevity and Accuracy
  - k. Leadership Qualities
  - l. Negative Aspects
- B. Magazine Making:

**GUIDELINES**

- Eight to ten students can form a group
- Monthly one magazine to be prepared (total 3 magazines)
- Students can their own creative contribution

**Note 1:** Students are to be informed about the skills to be tested and the marks allotted to each of them in Group Discussion, Public Speaking, Reading and Interview – skills tests.

**Note 2:** For the test in Interview Skills students are required to bring their CV with them

## For Units I & II: Practice Book

A course in Listening and Speaking – I (with CD) by V.Sasikumar, P. KiranmaiDutt and Geetha Rajeevan. Published by Foundation Books, 21/1, (New No. 49), I Floor, Model School Road, Thousand Lights, Chennai 600 006. Test – Material will be taken only from the CD supplied with this practice book.

## For Unit IV A: Group Discussion Skills

‘Group Discussion’ by Dr. B. R. Kishore. Published by Vee Kumar Publications Pvt. Ltd., 507, Vikram Towers, Rajendra Place, New Delhi – 110 008.

## For Unit IV B: Public Speaking Skills

Better speeches made easy’ by Walter Thompson, Pub. By W.R Goyal Publishers and Distributors, 86, UB Jawahar Nagar, Delhi – 110 007. E-mail: [goyal@vsnl.com](mailto:goyal@vsnl.com).

## For Unit V A: Interview Skills

i. ‘The art and Techniques of Interviews’ by B. S Sijwal and InduSijwal Pub. By Arihant Publications, Kalindi Transport Nagar, Meeru – 2(U.P) – 250 003

ii. ‘Inteview Manual – Interview Techniques and Model Interviews’ by Abdul Hashem Pub. By Ramesh Publishing House, 12-H, New Daryaganj Road, (Opp- to Traffic Kotwali), New Delhi – 110

**TOTAL:**

**75 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment

### Mapping

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U6ENE02	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Elective II–	<b>Semester</b>	6
<b>Hrs/Week</b>	3	Mass Communication and Journalism	<b>Credits</b>	3

### Course Objective

- To develop creative skills through encouraging the production of Media messages.

### Course Outcomes (CO)

K1	CO1	To encourage students to express their feelings and thoughts through Media Messages they produce.
K2	CO2	To understand, to learn and to write about the world through Journalism.
K3	CO3	To develop skills to deconstruct media messages by making them understand the constructed nature of media.
K4	CO4	To enable students to indentify various job possibilities in media.

### UNIT I : INTRODUCTION TO MASS COMMUNICATIONS

(9 Hrs)

Definition – Meaning – Process of Mass Communication

Functions and Theories of Mass Media

#### SELF – STUDY:

Mass Media & Society

Emerging trends and development in information and communication technologies.

#### PRACTICAL WORK

Write a letter to ‘The Hindu’ on an hygiene issue in your area

### UNIT II : INTRODUCTION TO JOURNALISM

(9 Hrs) Role of Press in

India –English and Vernacular Press.

Ethics and Principles of Journalism.

#### SELF – STUDY:

Freedom of the Press.

Press Council and Press Regulations in India.

#### PRACTICAL WORK

Discuss the advantages of the Press

**UNIT III : REPORTING**

**(9 Hrs)**

Reporting for Print Media.

Reporting for Television.

**SELF – STUDY:**

Reporting for Radio.

Feature Writing.

**PRACTICAL WORK**

Write an article to a magazine on any social issue

**UNIT IV : TELEVISION AND RADIO**

**(9 Hrs)**

The growth and development of Television in India

Television Production and Formats of TV Programmes.

**SELF – STUDY :**

Radio genres, Ownership, Control and Broadcasting Policy.

Impact of TV and Radio on society.

Blog

**PRACTICAL WORK**

Attempt Blog writing

**UNIT V :ROLE AND EFFECTS OF MASS MEDIA IN SOCIAL CAMPAIGNS (9 Hrs)**

Preparation of content & format on the following topics.

**PRACTICAL WORK**

Debate on how effective social campaigns are for local developme

**TOTAL:**

**45 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment
--

**TEXT BOOK**

Kumar, Keval J. *Mass Communication in India*. Mumbai :Jaico Publishing House.2006. Print.

## REFERENCEBOOKS

D'souzaY.K..*Handbook of Journalism and Mass Communication*. New Delhi: Indian Publishers. 2003. Print.

Srivastava K.M. *Radio and TV Journalism*. New Delhi: Sterling. 2005. Print.

## WEB SOURCE :

[www.xaviercomm.org/diploma-courses/courses-jr.htm](http://www.xaviercomm.org/diploma-courses/courses-jr.htm)

[https://en.wikipedia.org/wiki/Mass\\_communication](https://en.wikipedia.org/wiki/Mass_communication)

## Mapping

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

<b>Programme code</b>	BA	<b>Programme Title</b>	Bachelor of Arts (ENGLISH)	
<b>Course Code</b>	19U6ENS04	<b>Title</b>	<b>Batch</b>	2019-2022
		Part III Group-B. Skill Based –	<b>Semester</b>	6
<b>Hrs/Week</b>	3	IV – English for Overseas Education	<b>Credits</b>	2

### Course Objective

- To motivate and make the students aware of preliminary exams like IELTS and TOEFL for overseas education.

### Course Outcomes (CO)

K1	CO1	To train the students in the basic tenets of LSRW.
K2	CO2	To understand the content, Context and purpose of the tasks given for Academic and General Module.
K3	CO3	To assess a variety of accents and writing styles presented in test materials.
K4	CO4	To increase their abilities to listen, read, write and speak in English for immigration purpose.

**UNIT-I :** The Basics of IELTS & TOEFL **(6 Hrs)**

#### PRACTICAL WORK

Attempt Online Tests

**UNIT-II:** Listening **(6 Hrs)**

#### PRACTICAL WORK

Take atleast 2 tests in listening

**UNIT- III :** Reading **(6 Hrs)**

#### PRACTICAL WORK

Take online Tests

**UNIT-IV :** Speaking **(6 Hrs)**

**PRACTICAL WORK**

Take online Tests

**UNIT-V : Writing (6 Hrs)**

**PRACTICAL WORK**

Take online Tests

**TOTAL: 30 Hrs.**

Power point Presentations, Seminar ,Quiz, Assignment

**TEXT BOOK:**

Adams Garry, Terry Peck, *101 Helpful Hints for IELTS: General Training Module 1<sup>st</sup> ed.*, Adams and Austen Press, 2005

**REFERENCE BOOKS:**

Gear Jolene, Robert Gear, *Cambridge Preparation for the TOEFL Test*, Cambridge University Press, 2005

IELTS- Specimen Materials, British Council. Idp Australia and University of Cambridge, 2003.print.

**WEB SOURCES:**

- <https://www.studyabroad.com/intensive-language-in-united-states/english>
- <https://www.studyinaustralia.gov.au/english/australian-education/english-courses>
- [http://www.uky.edu/international/Global\\_Learning\\_Outcomes](http://www.uky.edu/international/Global_Learning_Outcomes)

**Mapping**

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

## YEAR II – SEMESTER III

### Proof Reading & Editing

Paper	: NMEC	Total Hours	: 45
Hours/Week	:02	Exam Hours	: 03
Credit	:02	Internal	: 25
Paper Code	: 19U1ENN01	External	: 75

#### AIM

To enable the learners become confident writers in English..

#### OBJECTIVE

- To involve the students in checking the content of the text to ensure that the ideas are expressed clearly and logically and form a coherent and meaningful whole.
- To involve the students in checking over the text in finer detail after the editing stage, to detect errors in spelling, punctuation, grammar and format.

#### LEARNING OUTCOME

Gain confidence in writing.

Understand the mechanics of writing.

Appreciate the nuances of expressions.

#### COURSE CONTENT

##### UNIT-I

Building Proofreading Skills in

Spelling

Capitalization

## Homophones and Homonyms

### SELF - STUDY

Reading Research Articles

### PRACTICAL WORK:

Dictation

### **UNIT – II**

Punctuation Marks and other commonly used Symbols

Building Proofreading Skills in

Punctuation

### SELF - STUDY

Mechanics of Writing

### PRACTICAL WORK:

Marking Punctuation Marks

### **UNIT-III**

Building Proofreading Skills in

Language Usages

The Parts of Speech

### SELF - STUDY

Concord and Use of verbs in Sentences

### PRACTICAL WORK:

Framing Sentences

### **UNIT – IV**

Spotting the Errors, Jumbles Sentences

## SELF - STUDY

English News Paper Reading

## PRACTICAL WORK:

Finding Answers for the questions asked in Group Exams.

## **UNIT – V**

Letter Writings – Formal and Informal

## SELF - STUDY

Letters of Jawaharlal Nehru

## PRACTICAL WORK:

Letters to the Principal for Different Purposes

## **TEXTBOOK**

Material Prepared by the department.

## **REFERENCE BOOKS**

Wren, P.C.; Martin, H.; Prasada Rao, N.D.V. (1973–2010). High School English Grammar & Composition. New Delhi: S. Chand. Print.

William Critchley(2014). The Pocket Book of Proofreading: A guide to freelance proofreading & copy-editing.UK: British Counsel. Print.

Laura Killen Anderson (2006). McGraw-Hill's Proofreading Handbook 2nd Edition. New Delhi: McGraw-Hill's. Print.

## **WEB RESOURCES**

[http://books.irri.org/9712200094\\_content.pdf](http://books.irri.org/9712200094_content.pdf)

<https://www.acs.edu.au/download/samples/edit.pdf>

[https://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/documents/pdg/managingyourself/1\\_guide-to-editing-and-proofreading.pdf](https://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/documents/pdg/managingyourself/1_guide-to-editing-and-proofreading.pdf)

[http://ayorek.org/files/References/Copy-editing %20The%20Cambridge%20Handbook%20for%20Editors,.pdf](http://ayorek.org/files/References/Copy-editing%20The%20Cambridge%20Handbook%20for%20Editors,.pdf)